



Grade K ELA Scope and Sequence SY 12-13

Unit Theme	Dates	Unit Focus	Reading: Literature RL.K.1, RL.K.2, and RL.K.10 apply to each unit.	Reading: Informational Text RI.K.1, RL.K.2 and RI.K.10 apply to each unit.	Reading: Foundational Skills RF.K.4 applies to each unit.	Writing W.K.5 and W.K.10 apply to each unit.	Speaking and Listening SLK.1, SL.K.2, and SL.K.6 apply to each unit.	Language
1 Making Friends	8/27/12 to 10/11/12 (Instructional Days: 32)	<i>Students will begin this year exploring the world of books. They will read stories written around the themes of friendship and school.</i> In reading, students will begin to understand print concepts, parts of a book, and comprehension strategies, with a particular focus on asking questions and making connections. They will read and compare stories written around the themes of friendship and school. In writing, students will write an explanatory piece.	RL.K.1 RL.K.2	RI.K.1 RI.K.2 RI.K.5 RI.K.7	RF.K.1 (a), (b), (c) RF.K.2 (a) RF.K.4	W.K.2 W.K.5 W.K.7	SL.K.1 SL.K.2 SL.K.6	L.K.1 (f)
2 The Pictures Are the Best Part	10/12/12 to 12/5/12 (Instructional Days: 34)	<i>Students will learn about school and community careers.</i> In reading, students will learn how illustrations and words are related to each other. They will also retell informational texts by stating the main idea and listing key details. Students will continue to ask and answer questions and practice other reading comprehension strategies. In writing, students will write an explanatory piece. Students will use details and illustrations to help their readers understand their writing.	RL.K.1 RL.K.2 RL.K.4 RL.K.5 RL.K.7	RI.K.1 RI.K.2 RI.K.3	RF.K.2 (c) RF.K.3 (a), (c) RF.K.4	W.K.2 W.K.5 W.K.7 W.K.8	SL.K.1 SL.K.2 SL.K.3 SL.K.6	L.K.1 (b) L.K.2 (a), (b) L.K.5
3 Ingredients of a Good Story	12/6/12 to 2/6/13 (Instructional Days: 33)	<i>Students will participate in a class author study in which they examine an author’s books for story elements and patterns.</i> In reading, students will identify and describe basic story elements, practice visualizing a story’s setting and characters based on details in the text, retell stories, and continue to make text-to-text connections to draw out patterns in an author’s writing style. In writing, students will write a narrative piece. Several story elements should be included, such as setting, problem, and solution.	RL.K.1 RL.K.2 RL.K.3 RL.K.5 RL.K.7	RI.K.1 RI.K.2 RI.K.4	RF.K.4	W.K.3 W.K.5	SL.K.1 SL.K.2 SL.K.6	L.K.1 (c), (d) L.K.2 (c) L.K.4
4 The Changing World	2/7/13 to 3/29/13 (Instructional Days: 34)	<i>Students will explore the passage of time as it relates to people, animals, and nature.</i> In reading, students will compare and contrast the passage of time across texts and subjects (e.g., the life cycle of a butterfly vs. a bear) by making text-to-text connections, describe the passage of time by citing key details from texts, and distinguish between authors and illustrators. In writing, students will write an opinion piece. Students should use digital tools to publish their pieces.	RL.K.1 RL.K.2 RL.K.6 RL.K.9	RI.K.1 RI.K.2 RI.K.6 RI.K.8 RI.K.9	RF.K.1 (d) RF.K.2 (b) RF.K.3 (d) RF.K.4	W.K.1 W.K.5 W.K.6	SL.K.1 SL.K.2 SL.K.4 SL.K.5 SL.K.6	L.K.1 (a)
5 Around the World	4/8/13 to 5/3/13 (Instructional Days: 18)	<i>Students will learn about the daily lives of children in countries around the world and compare their experiences to their own (teachers should determine if they want to focus on many countries, or lead students through a deeper study of one or two.)</i> In reading, students will identify key details about life in other countries, compare and contrast by making text-to-self connections, ask questions about other countries and seek to find answers through reading. In writing, students will write an opinion piece. Significant time should be spent on working with peers to strengthen their writing.	RL.K.1 RL.K.2 RL.K.9	RI.K.1 RI.K.2 RI.K.4 RI.K.9	RF.K.2 (d) RF.K.4	W.K.1 W.K.5	SL.K.1 SL.K.2 SL.K.6	L.K.1 (e) L.K.2 (d)
6 Our History and Traditions	5/6/13 to 6/20/13 (Instructional Days: 32)	<i>Students will learn about the history and significance of specific American holidays through studying a variety of text formats, including poems, songs, narratives, and informational texts.</i> In reading, students will distinguish among various text formats, detect the main topic and retell key details, and identify the reasons authors give to support their points. In writing, students will write a narrative piece. Significant time should be spent on working with peers to strengthen their writing.	RL.K.1 RL.K.2 RL.K.5 RL.K.7	RI.K.1 RI.K.2 RI.K.7 RI.K.8	RF.K.2 (e) RF.K.3 (b) RF.K.4	W.K.3 W.K.5 W.K.8	SL.K.1 SL.K.2 SL.K.4 SL.K.5 SL.K.6	L.K.6

Unit Information	Reading: Literature RL.K.1, RL.K.2 and RL.K.10 apply to each unit.	Reading: Informational Text RI.K.1, RI.K.2 and RI.K.10 apply to each unit.	Reading: Foundational Skills RF.K.4 applies to each unit.	Writing W.K.5 and W.K.10 apply to each unit.	Speaking and Listening SL.K.1, SL.K.2 and SL.K.6 apply to each unit.	Language
<p>1</p> <p>Making Friends</p> <p>8/27/12 to 10/11/12 (Instructional Days: 32)</p> <p><i>Students will begin this year exploring the world of books. They will read stories written around the themes of friendship and school. In reading, students will begin to understand print concepts, parts of a book, and comprehension strategies, with a particular focus on asking questions and making connections. They will read and compare stories written around the themes of friendship and school. In writing, students will write an explanatory piece.</i></p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>(a) Follow words from left to right, top to bottom, and page by page.</p> <p>(b) Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>(c) Understand that words are separated by spaces in print.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>(a) Recognize and produce rhyming words.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>(a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns talking about the topics and texts under discussion).</p> <p>(b) Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>(f) Produce and expand complete sentences in shared language activities.</p>

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<p>2</p> <p>The Pictures Are the Best Part</p> <p>10/12/12 to 12/5/12 (Instructional Days: 34)</p> <p><i>Students will learn about school and community careers.</i> In reading, students will learn how illustrations and words are related to each other. They will also retell informational texts by stating the main idea and listing key details. Students will continue to ask and answer questions and practice other reading comprehension strategies. In writing, students will write an explanatory piece. Students will use details and illustrations to help their readers understand their writing.</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (c) Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. (a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. (c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. (a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns talking about the topics and texts under discussion). (b) Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (b) Use frequently occurring nouns and verbs.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Capitalize the first word in a sentence and the pronoun I. (b) Recognize and name end punctuation.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. (a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (c) Identify real-life connections between words and their use (e.g., note places at school that are colorful). (d) Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>

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<p>3</p> <p>Ingredients of a Good Story</p> <p>12/6/12 to 2/6/13 (Instructional Days: 33)</p> <p><i>Students will participate in a class author study in which they examine an author’s books for story elements and patterns. In reading, students will identify and describe basic story elements, practice visualizing a story’s setting and characters based on details in the text, retell stories, and continue to make text-to-text connections to draw out patterns in an author’s writing style. In writing, students will write a narrative piece. Several story elements should be included, such as setting, problem, and solution.</i></p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. (a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns talking about the topics and texts under discussion). (b) Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (c) Form regular plural nouns orally by adding /s/or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). (d) Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (a) Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). (b) Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful,-less</i>) as a clue to the meaning of an unknown word.</p>

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<p>4</p> <p>The Changing World</p> <p>2/7/13 to 3/29/13 (Instructional Days: 34)</p> <p><i>Students will explore the passage of time as it relates to people, animals, and nature. In reading, students will compare and contrast the passage of time across texts and subjects (e.g., the life cycle of a butterfly vs. a bear) by making text-to-text connections, describe the passage of time by citing key details from texts, and distinguish between authors and illustrators. In writing, students will write an opinion piece. Students should use digital tools to publish their pieces.</i></p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>(d) Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>(b) Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>(d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>(a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns talking about the topics and texts under discussion).</p> <p>(b) Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>(a) Print many upper- and lowercase letters.</p>

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<p>5</p> <p>Around the World</p> <p>4/8/13 to 5/3/13 (Instructional Days: 18)</p> <p><i>Students will learn about the daily lives of children in countries around the world and compare their experiences to their own (teachers should determine if they want to focus on many countries, or lead students through a deeper study of one or two.)</i> In reading, students will identify key details about life in other countries, compare and contrast by making text-to-self connections, ask questions about other countries and seek to find answers through reading. In writing, students will write an opinion piece. Significant time should be spent on working with peers to strengthen their writing.</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (d) Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. (a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns talking about the topics and texts under discussion). (b) Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (e) Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>

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<p>6</p> <p>Our History and Traditions</p> <p>5/6/13 to 6/20/13 (Instructional Days: 32)</p> <p><i>Students will learn about the history and significance of specific American holidays through studying a variety of text formats, including poems, songs, narratives, and informational texts. In reading, students will distinguish among various text formats, detect the main topic and retell key details, and identify the reasons authors give to support their points. In writing, students will write a narrative piece. Significant time should be spent on working with peers to strengthen their writing.</i></p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. (a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns talking about the topics and texts under discussion). (b) Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>